



TEST ADMINISTRATION **MANUAL**

MCESA Choir Performance Assessment



MCESA

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Introduction

Purpose and Uses

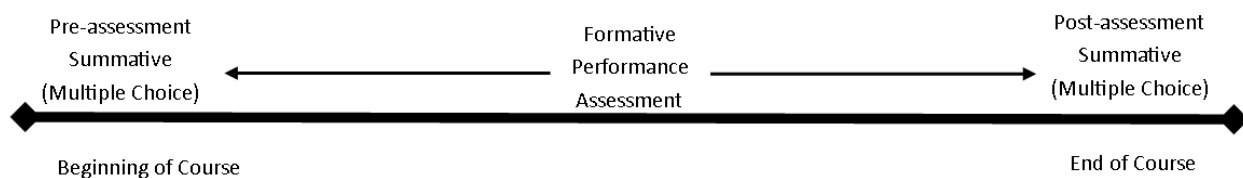
This performance assessment and test administration manual is a comprehensive tool to support formative assessment in music. It has been created for the purpose of complementing the MCESA Content-Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts. In combination, the multiple choice and performance assessments represent a balanced assessment plan. The multiple choice assessment is a summative assessment measuring all that students know about the content. When taking this assessment, students are demonstrating their knowledge and mental skill of the subject. In contrast, this performance assessment is designed to assess what students can do. When participating in the performance assessment, students are demonstrating their physical skills in the subject area. In combination, these two assessments work to cover the greatest number of standards possible for the course.

This performance assessment is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following.

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment can be applied to custom teacher-written tasks for a further, more specific formative assessment.

Image 1: Assessment Plan



Assessment Overview

The performance assessment in this test administration manual is comprised of two distinct tasks for students, assessing two performance objectives from the Arizona State Standards. It is designed to be given in a few class periods and to be embedded with natural and authentic classroom practices. In the first task, students will be asked to sing with proper posture with frequent prompting. In the second task, students will be asked to sing a cappella in a warm up or rehearsal setting. Each task in this assessment has its own set of directions, guidelines, and rubrics. Other tools also found in this manual include scripted teacher directions, student directions, and a data capture page.

Because the Arizona State Standards sometimes contain multiple and overlapping concepts in the performance objective, Table 1 states exactly what components are being assessed.

Table 1: Performance Objectives for Choir Performance Assessment

Task	Performance Objective	Components to Assess
Task 1 Singing Posture	S1-C1-103 – Singing with proper posture with frequent prompting	Student can demonstrate: <ul style="list-style-type: none">• a level chin that is parallel to the floor• shoulders back and arms that are open and relaxed• hands resting at the sides of the body• torso with lifted ribcage and firm abdomen
Task 2 Singing	S1-C1-113 – Singing a cappella in rehearsal settings (e.g., warm ups, rounds)	Student can: <ul style="list-style-type: none">• Maintain a steady beat• Perform accurate rhythms• Maintain a tonal center• Perform accurate pitches

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?
- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts that cover different performance objectives.

Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal testing conditions that should enable all students to have an appropriate testing setting to support his/her success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

UNIVERSAL TEST ADMINISTRATION CONDITIONS

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
- Using devices that allow the student to hear the test directions: hearing aids and amplification
- Reading the test quietly to himself/herself as long as other students are not disrupted,
- Wearing noise buffers after the scripted directions have been read
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is “...the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses” (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for the following reasons:

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that require students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics, and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, pilot the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. The scorers should then study or discuss the scoring samples provided to calibrate their own scoring before collecting their own data. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to “spot-check” both the assessment administration process and the collected scores.

References

- Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014*. Phoenix, AZ: Author.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: Authors.
- Burke, K. (2010). *Balanced assessment: From formative to summative*. Bloomington, IN: Solution Tree Press.
- Haladyna, T.M. (1997). *Writing test items to evaluate higher order thinking*. Boston, MA: Allyn and Bacon.
- Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.
- Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at <http://ncme.org/publications/items/> on November 12, 2012.

Task 1 – Singing Posture

Testing Conditions

In this assessment, students will be asked to sing with proper posture and frequent prompting. The following testing conditions apply.

- Students may sing in a small group or individually.
- Ideally, all students will be administered the test on the same day within the same class period.
- The testing administrator will give students the starting pitch and 1 preparatory measure.
- It is recommended that the students sing a cappella.
- A student may stop and restart only once. After the second attempt, if a student does not complete the task, the testing administrator will assess the student based on the performance given. If a student does attempt a second trial, the scoring will be based on the performance that supplies the most data. A student that does not attempt the task in any way will score zero in all categories.

The same repertoire can be used for Task 1 and Task 2. However, it must be performed twice in order to assess the separate components of each task.

Teacher Guidelines

Performance Objective: S1C1-103 – Singing with proper posture with frequent prompting

Components to Assess:

Student can demonstrate:

- a level **chin** that is parallel to the floor
- **shoulders** back and **arms** that are open and relaxed
- **hands** resting at the sides of the body
- **torso** with lifted ribcage and firm abdomen

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Prepare a copy of the Task 1 Data Capture Tool (see Appendix) for the class.
- ☐ Select the music and make copies for students. The music sung should be the same for a single student or group, and it can come from different genres and diverse cultures. It is recommended that the excerpt should be approximately 16 bars minimum and should be comparable in the students' exposure and familiarity.

During Testing:

- ☐ Have students sing a brief, simple round or warm-up to prepare.
- ☐ Provide the music to students.
- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

Today, you will be taking Choir Performance Assessment, Task 1. You will each have the opportunity to perform this song. You will have one minute to sing this song. I will give you the beginning pitch and 1 preparatory measure, and then you will begin. This task will assess correct posture, which includes:

- **a level chin that is parallel to the floor**
- **shoulders back and arms that are open and relaxed**
- **hands resting at the sides of the body**
- **torso with lifted ribcage and firm abdomen**

Are there any questions before we begin?

- ☐ Read the Task 1 individual instructions as scripted to the individual or small group being assessed.

You are now going to sing the song. I will give the starting pitch and count 1 preparatory measure, and then you will begin. Let's begin.

- ☐ Play or sing the beginning pitch and count 1 preparatory measure.
- ☐ As students are singing, observe their performance and notate on the Task 1 Data Capture Tool if they demonstrate the components being assessed.

After Testing:

- ☐ Use the rubric to calculate each individual student's rubric score for the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 1 Rubric and Data Capture Sample

Directions: As students are singing, observe their performance and notate on the capture tool if they demonstrate the components being assessed. Use the scoring rubric to determine the numerical score. Image 2 shows an example of how to notate the performance and apply the rubric.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Performance Objective: S1C1-103 – Singing with proper posture with frequent prompting

Components to Assess:

Student can demonstrate:

- a level **chin** that is parallel to the floor
- **shoulders** back and **arms** that are open and relaxed
- **hands** resting at the sides of the body
- **torso** with lifted ribcage and firm abdomen

Image 2: Sample of Task 1 Data Capture Tool – Singing Posture

Task 1 – Singing Posture	S1C1-103 – Singing with proper posture with frequent prompting				
Student Name	a level chin that is parallel to the floor	shoulders back and arms that are open and relaxed	hands resting at the sides of the body	torso with lifted ribcage and firm abdomen	Total Rubric Score
Jane Doe		✓			1
John Doe	✓		✓		2

See the Appendix for the full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheet in the Appendix and the accompanying Excel version of all tools.

Task 2 – Singing

Testing Conditions

In this assessment, students will be asked to sing a cappella. They may sing in a warm-up or a rehearsal setting.

These testing conditions apply.

- Students may sing in a vocal section, a small group, or individually.
- Ideally, all students will be administered the test on the same day within the same class period.
- The testing administrator will give students the starting pitch and 1 preparatory measure.
- The student will sing a cappella.
- A student may stop and restart only once. After the second attempt, if a student does not complete the task, the testing administrator will assess the student based on the performance given. If a student does attempt a second trial, the scoring will be based on the performance that supplies the most data. A student that does not attempt the task in any way will score zero in all categories.

The same repertoire can be used for Task 1 and Task 2. However, it must be performed twice in order to assess the separate components of each task.

Teacher Guidelines

Performance Objective: S1-C1-113 – Singing a cappella in rehearsal settings (e.g. warm ups, rounds)

Note: These two standards are identified as being aligned to this task also, and they are noted in the Task 2 Data Capture Tool.

S1-C1-101 – Maintaining a steady beat with auditory assistance. (e.g. metronome, clapping, tapping feet, instruments);

S1-C5-102 – Reading, singing, identifying and/or notating a series of pitches within a major scale, utilizing mostly stepwise motion, and beginning work on intervals, 3rds, 5ths, and octaves.

Components to Assess:

Student can:

- Maintain a **steady beat**
- Perform accurate **rhythms**
- Maintain a **tonal center**
- Perform accurate **pitches**

Before Testing:

- ☐ Read through all of the test directions.
- ☐ Prepare a copy of the Task 2 Data Capture Tool (see Appendix) for the class.
- ☐ Select the music and make copies for students. The music sung should be the same for a single student or group, and it can come from different genres and diverse cultures. It is recommended that the excerpt should be approximately 16 bars minimum and should be comparable in the students' exposure and familiarity.

During Testing:

- ☐ Have students sing a brief, simple round or warm-up to prepare.
- ☐ Provide the music to students.
- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

Today, you will be taking Choir Performance Assessment, Task 2. You will each have the opportunity to perform this song. You will have one minute to sing this song. I will give you the beginning pitch and 1 preparatory measure, and then you will begin. This task will assess a cappella singing which includes:

- **Maintain a steady beat**
- **Perform accurate rhythms**
- **Maintain a tonal center**
- **Perform accurate pitches**

Are there any questions before we begin?

- ☐ Read the Task 2 individual instructions as scripted to the individual or small group being assessed.

You are now going to sing the song. I will give the starting pitch and count 1 preparatory measure, and then you will begin. Let's begin.

- ☐ Play or sing the beginning pitch, count 1 preparatory measure, and the student will sing the song.
- ☐ As students are singing, observe their performance and notate on the Task 2 Data Capture Tool if they demonstrate the components being assessed.

After Testing:

- ☐ Use the rubric to calculate each individual student's rubric score for the task. Each student earns one point for each of the four components assessed.
- ☐ Transfer the rubric score data to the Composite Data Summary Sheet (see Appendix) or to an electronic data system for analysis.

Task 2 Rubric and Data Capture Sample

Directions: As students are singing, observe their performance and notate on the capture tool if they demonstrate the components being assessed. Use the scoring rubric to determine the numerical score. Image 3 shows an example of how to notate the performance and apply the rubric.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Performance Objective: S1-C1-113 – Singing a cappella in rehearsal settings (e.g. warm ups, rounds)

Note: These two standards are identified as being aligned to this task also, and they are noted in the Task 2 Data Capture Tool.

S1-C1-101 – Maintaining a steady beat with auditory assistance. (e.g. metronome, clapping, tapping feet, and instruments);

S1-C5-102 – Reading, singing, identifying and/or notating a series of pitches within a major scale, utilizing mostly stepwise motion, and beginning work on intervals, 3rds, 5ths, and octaves.

Components to Assess:

Student can:

- Maintain a **steady beat**
- Perform accurate **rhythms**
- Maintain a **tonal center**
- Perform accurate **pitches**

Image 3: Sample of Task 2 Data Capture Tool – Singing

Task 2 – Singing	S1-C1-113 – Singing a cappella in rehearsal settings (e.g. warm ups, rounds)				
Student Name	S1-C1-101 – Maintaining a steady beat with auditory assistance. (e.g. metronome, clapping, tapping feet, and instruments);		S1-C5-102 – Reading, singing, identifying and/or notating a series of pitches within a major scale, utilizing mostly stepwise motion, and beginning work on intervals, 3rds, 5ths, and octaves.		Total Rubric Score
	Maintain a steady beat	Perform accurate rhythms	Maintain a tonal center	Perform accurate pitches	
Jane Doe	✓	✓	✓	✓	4
John Doe	✓	✓	✓		3

See the Appendix for the full class version of the spreadsheet. Additional data collection and analysis tools are the Composite Data Summary Sheet in the Appendix and the accompanying Excel version of all tools.

Appendix

<i>Task 1 Scripted Directions and Rubric</i>	<i>15</i>
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Task 1 Scripted Directions and Rubric

- ☐ Read the Task 1 Scripted Directions, as shown in bold below.

Today, you will be taking Choir Performance Assessment, Task 1. You will each have the opportunity to perform this song. You will have one minute to sing this song. I will give you the beginning pitch and 1 preparatory measure, and then you will begin. This task will assess correct posture which includes:

- **a level chin that is parallel to the floor**
- **shoulders back and arms that are open and relaxed**
- **hands resting at the sides of the body**
- **torso with lifted ribcage and firm abdomen**

Are there any questions before we begin?

- ☐ Read the Task 1 individual instructions as scripted to the individual or small group being assessed.

You are now going to sing the song. I will give the starting pitch and count 1 preparatory measure, and then you will begin. Let's begin.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 1 Data Capture Tool

[illegible]

Task 2 Scripted Directions and Rubric

- ☐ Read the Task 2 Scripted Directions, as shown in bold below.

Today, you will be taking Choir Performance Assessment, Task 2. You will each have the opportunity to perform this song. You will have one minute to sing this song. I will give you the beginning pitch and 1 preparatory measure, and then you will begin. This task will assess a cappella singing which includes:

- **Maintain a steady beat**
- **Perform accurate rhythms**
- **Maintain a tonal center**
- **Perform accurate pitches**

Are there any questions before we begin?

- ☐ Read the Task 2 individual instructions as scripted to the individual or small group being assessed.

You are now going to sing the song. I will give the starting pitch and count 1 preparatory measure, and then you will begin. Let's begin.

Rubric:

Score	Label	Definition
4	Exemplary	Student demonstrates <u>all four (4)</u> of the components.
3	Accomplished	Student demonstrates <u>three (3)</u> of the components.
2	Developing	Student demonstrates <u>two (2)</u> of the components.
1	Beginning	Student demonstrates <u>one (1)</u> of the components.
0	Not Observed	Student does not demonstrate any of the components.

Task 2 Data Capture Tool

[illegible]

Composite Data Summary Sheet – Tasks 1 & 2

[illegible]